

# Positive Behavior Support for the Classroom

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## **Effective Classroom Management**

- Behavior management
- Instructional management
- Environmental management

## **Components of a Classroom Positive Behavior Support Plan**

- Statement of Purpose
- Set of 3 to 5 Classroom Rules
- Procedures / Routines
- Continuum of positive consequences
- Continuum of negative consequences
- Behavior crisis plan
- Medical crisis plan

*The Iris Center; Vanderbilt University*

## An Action Plan

Action plans can contain several key items.

- **A toolkit.** These are the posters, forms, and materials that a teacher will need in order to implement a behavior management plan. For example, a toolkit might include posters for each procedure that the students will learn, behavior and medical crisis forms, and post cards to send home when students have successfully followed the behavior management plan.
- **Lessons for teaching the plan to students.** Teachers will need to take the time to teach the specific rules and procedures that they expect the students to follow. An action plan can include the lessons, a timeline for when these lessons will occur, and the order in which they will be taught.
- **A method for teaching the plan to parents.** The behavior management plan will be more successful if parents are aware and supportive of classroom expectations. Including information in the action plan about how to include parents in this process is very important.
- **Recognition activities for students.** Students who demonstrate success in the plan deserve to be recognized. A behavior management plan will be more successful if students are rewarded for following it (remember all those positive consequences!). Building recognition activities into an action plan is just one more reminder for teachers to reinforce that positive behavior.
- **Booster sessions for students.** A good action plan will include planned lessons throughout the year where the components of the comprehensive behavior management plan are reviewed with the students. Periodic review helps to remind everyone of expected behavior and keeps the plan running

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## Key Components

### Statement of Purpose

- A statement of purpose is a brief, positive statement that conveys to parents and students why various aspects of the management plan are necessary.
- guides all decisions and practices related to behavior
- focused, direct, clearly understood, and free of "teacher jargon."

Well crafted Mission Statements pose and answer three fundamental questions:

- Who we are?
- What we want to do or accomplish?
- Why we do what we do?

### Classroom Mission Statement

- Who are we?
- What do we propose to do?
- Why?

- Who are the members of our team?

#### Measures of Mission Fulfillment

- What does success look like?
- Who will do what?
- To what level of performance?
- In what time frame?
- Graphs with performance projection
  - What are our near and long term goals and timelines?
  - Do we have xy graphs illustrating performance levels and showing if the long term class average is rising, falling, or remains unchanged?

#### Communicating Expectations

##### Rules

- Positively stated
- Measurable and observable
- 3 – 5

##### Routines

- Transitions
- Movement
- Procedures

#### Rules

- The foundation for effective classroom management
- The extent to which students know the rules and how to follow the rules is positively correlated with appropriate behavior (Brophy & Good, 1986; Emmer, Evertson, & Anderson, 1980; Emmer Sandford, Clements & Martin, 1983).
- Rules should address safety, respect, and responsibility (Institute on Violence & Destructive Behavior, 1999).
- Starting off the year with effective classroom management, including clear rules and procedures, results in higher levels of appropriate behavior and higher academic performance (Emmer et al., 1980, Evertson & Emmer, 1982)

#### Rules and Expectations

- Rules are the explicit statements of teacher expectations for student behavior in a classroom.
- **Expectations** are the desired behaviors or outcomes.
- Rules and expectations identify, define, and operationalize concepts of acceptable behavior.
- Rules and expectations also provide guidelines for students to monitor their own behavior, and they

remind and motivate students to meet certain standards.

When developing classroom rules it is essential that they:

- Are positively stated
- Use simple, specific terms
- Are measurable and observable
- Convey expected behavior
- Most behavioral expectations can be conveyed in five rules or fewer.

***Guidelines for Rules***

*State in positive terms*

*Keep the number to a minimum*

*Set rules that cover multiple situations*

*Make sure rules are age-appropriate*

*Teach – practice – reinforce*

*Set an example for rule-following behavior*

*Be consistent in enforcing the rules.*

**Procedures & Routines**

Procedures explain the accepted process for carrying out a specific activity, such as walking in the hallway, using lockers, sharpening pencils, attending an assembly, going to the lavatory.

- Make a list of every task a student does in the classroom.
- Determine the desired outcome (e.g. homework turned in)
- Decide how students need to complete the task.
- Consider what errors students are likely to make.
- Consider problem areas or problems times – often a well designed routine can smooth things out.

**Elementary Examples**

**Lining Up**

- Neatly place books and materials in your desk.
- Sit quietly when you hear the “quiet” signal.
- Quietly stand up when your name (or row) is called
- Push your chair under your desk
- Quietly walk to the line
- Stand with hands at your sides, facing forward, no talking

### Learning Position

- Sit with your back against the back of your chair
- Sit with your legs under your desk.
- Keep both feet on the floor
- Look at the teacher when he or she is talking to the class
- Keep your materials on top of your desk

### During Lessons

- Sit in a learning position.
- Raise your hand to talk unless the teacher calls on you.
- Follow directions.
- Read your book if you finish your work early.
- Wait for restroom or water breaks until independent work time.

### **Secondary Examples**

#### Turning in Assignments

- The last persons in each row pass their paper to the person in front of them.
- The next person does the same until the papers reach the first person in each row.
- First person in the row pass papers to the right.
- The first person in the last row places all papers in the basket on the teacher's desk.

#### Class Discussion

- Prepare for discussion by reading the required assignment in advance.
- Wait until the other person is finished speaking before your talk.
- Stay on topic.
- Respect others' opinions and contributions: Use appropriate expressions of disagreement.

#### Entering the Classroom

- Enter the classroom before the bell rings.
- Take your seat and get out of materials you need for class.
- Talk quietly until the bell rings.
- Begin the morning assignment when the bell rings.

#### Implementing Rules & Routines

- Explicit instruction

- Post big, bold & beautiful
- Practice
- Reinforce

#### Reminders

- Signs & posters with pictures or icons associated with each rule
- Student-drawn pictures depicting the rules
- Digital pictures of students displaying rule following behavior
- Tape on floor to designate where students are to line up, where desks are to be placed, where students are to sit.
- Step-by-step pictures.
- Questions posted in key places (e.g. "Do you have your book, notebook & calculator?")
- Timers to indicate time allowed for transition, playtime, work time, and other activities.
- Music playing during transitions. The music is a reminder not to talk, and the gradual decrease in volume is a signal that the transition is about over.
- Music playing quietly during independent work time (a signal that no talking is allowed).
- A special word or phrase that is only used to get student attention or signal a particular behavior

#### **Teach Rules & Routines**

##### Introduction

- State the rule or procedures
- Explain the rationale for the rule or procedure

##### Instruction

- Describe examples
- Describe non-examples
- Elementary students: Demonstrate (act out) the rule or procedure
- Ask for student feedback about the demonstration: Was this an appropriate example of following the rule? Did the student exhibit all the steps in the procedure?

##### Teach Rules & Procedures

- Practice
- Elementary students: Have each student role-play the rule or procedure (can be done in small group activities).

##### Feedback

- Use formal and informal feedback

- Reinforce/Acknowledge compliance
- Schedule for Teaching Rules & Procedures

#### First Grading Period

- Teach rules and procedures for all areas of school during first week of school
- Provide opportunities for review and practice
- Provide frequent reinforcement/acknowledgement
- After first week, review rules two or three times per week
- Rapid paced oral review during first or last few minutes of class (e.g. what is the procedure for sharpening your pencil?)
- Give surprise quizzes about the rules for extra-credit points
- Divide class into two teams. Ask review questions about rules and procedures for teams to answer and award a point for each correct answer. Team with most points at end of week or month wins.

#### Second Grading Period

- Review rules and procedures once per week

#### Remainder of the Year

- Review rules and procedures periodically as needed.

### Continuum of Positive & Negative Consequences

Consequences are teacher-based actions that respond to appropriate or inappropriate student behavior. Those that refer to appropriate behavior are positive consequences; Teacher actions that respond to inappropriate behavior are negative consequences.

Consequences work best when they:

- Are clear and specific
- Relate directly to statement of purpose, rules and procedures
- Possess a range of intensity or hierarchy of alternatives
- Are natural and logical

### Positive Consequences

1. Used to recognize and increase the frequency of appropriate behavior
2. Recognize on an intermittent (unpredictable, ever-changing) schedule that students are following rules and procedures.
3. Can be used to develop self-managed behavior.
4. Effective when they target a specific behavior and are applied immediately, with eye contact and genuine enthusiasm

**Positive Reinforcement for appropriate behavior!!!!!!!**

Thumbs up  
Smile  
Verbal praise  
Notes / Phone calls home  
Note to principal  
Student of the hour/day/week  
High five  
Computer  
Special privileges

**Level 1 - free and frequent**

- used everyday in the classroom involving praise, perhaps stickers... easy things the teachers normally deliver.

**Level 2 – intermittent =**

- more powerful and can be awarded as perhaps a student of the week, student of the month, occasional free time

**Level 3 - strong and long term**

- year-long, or month-long types of recognition that students can work for, perhaps a special trip, working in the office, serving as a peer assistant.

**Negative Consequences**

- used to decrease problem behavior
- functional
- applied in an educative rather than vindictive fashion
- presented in a hierarchy ranging from lesser to greater intensity
- best applied in combination with positive consequences
- important to ensure that they are logical and preserve a student's dignity

**Negative consequences**

Verbal reprimand  
Planned ignoring  
Redirection – Corrective teaching procedure  
Phone call home  
Response-cost  
Overcorrection  
Time-out from positive reinforcement

***Sample Hierarchies of Negative Consequences***

***Elementary School***



Level 1: Class rule reminder  
Level 2: Individual rule reminder  
Level 3: Modification (e.g., change seat)  
Level 4: Time away in another class  
Level 5: Parent contact  
Level 6: After-school detention  
Level 7: Office referral

#### Middle School

Level 1: General reminder  
Level 2: Individual reminder  
Level 3: Second individual reminder or "see me"  
Level 4: Lunch detention  
Level 5: Time out I (goes to in-class time-out area and completes think sheet)  
Level 6: Time out II (goes to alternative room to complete think sheet)  
Level 7: Parent Contact  
Level 8: Referral

When delivering consequences, keep in mind that you need to:

- Apply consistently
- Use the power of proximity
- Make direct eye contact
- Use a soft voice
- Be firm and anger-free
- Link the consequence to the expected behaviors
- Never accept excuses, bargaining, or whining
- Be educative, not vindictive

#### **Surface Management Strategies** (Long & Newman, 1980)

- A necessary prerequisite to the application of negative consequences
- Help a teacher maintain the surface behavior of students during some difficult transitions or short periods of time
- Not a substitute or fix for a well-designed, consistently implemented behavior management system.
- The advantages of these strategies are that they do not embarrass or identify the student and may be carried out during instruction.

#### Planned Ignoring

- Used for minor behavior that is not disruptive and will not “spread” to others

### Signal Interference

- A variety of signals to cue student that they are engaged in an inappropriate behavior.
- Works best at first signs of misbehavior

### Proximity Control

- Physical contact or reduced distance between misbehaving student and teacher
- Reduces student impulses, may be viewed as source of protection or strength for student

### Interest boosting:

- Showing genuine interest in a child's work or interests (e.g., NASCAR racing, art project) builds a relationship and rapport with student
- May increase student motivation to continue working
- Useful when student interest is waning or student is becoming restless

### Hurdle help

- Provide assistance to frustrated, overwhelmed, or unmotivated student to get him/her started and invested in task
- Support from routine
- Provide structure and predictability to allay anxiety and maintain order

### Surface Management Strategies

- Remove the seductive object
- Direct student to put away distracting object and/or remove items from classroom that may be too distracting

### Antiseptic bouncing

- Temporarily remove a student from the setting (e.g., to get drink, deliver message, etc.) to permit student time to regain composure and control of his/her behavior/
- Intent is to temporarily remove student to protect and help student

### Effective Requests

- Use a direct statement rather than a question format.
- Use body basics
- Build behavioral momentum
- Give only one or two requests at a time
- Allow enough time to respond (5-10 seconds)
- Requests should be given only two times.
- Recognize effort with verbal praise, smiles or other positive reinforcement

### **Differential Reinforcement Procedures**

- DRL (differential reinforcement of low rates of behavior)
- DRD (differential reinforcement of diminishing rates of behavior)

- DRO (differential reinforcement of the nonoccurrence of a behavior)
- Momentary DRO

#### Group Contingencies

Three types:

- “One for all” (Dependent Group Contingency)
- “All for one” (Interdependent Group-Oriented Contingency)
- “To each his/her own” (Independent Group Contingency)

#### The Good Behavior Game (Barrish, Saunders & Wolf, 1969)

- Divide class into teams, each consisting of students who typically exhibit equivalent rates for the problem behavior.
- With help of class list several rules on board or use your classroom rules
- If a member of a teams violates a rule, the team is penalized by receiving a mark next to its name.
- An initial criterion level that is challenging but achievable is set with the class for a period or the full day (e.g. no more than 6 infractions)
- Team that has fewer than criterion wins
- If all teams receive penalty points beyond criterion, team with fewest marks wins.
- Winners allowed special privileges (e.g., free time, tickets to game, special time for projects, homework release, etc.)
- Once criterion achieved two or three times, level is lowered.
- Object is to reinforce lower and lower levels of student misbehavior until desired level is reached.

#### Avoiding The Negative Trap (Latham, 1998)

- Criticism
- Arguing
- Ridicule
- Questioning
- Sarcasm
- Despair and pleading
- Threats
- Physical force

**Unless what you are about to say or do has a high probability for making things better, don't say it and don't do it.**

### **Effective Classroom Management**

Ignore inconsequential behavior

- Ignoring inconsequential age-typical behaviors that are of no threat to the general quality of the learning environment is an effective strategy if the teacher consistently and skillfully:

Selectively reinforce appropriate behavior

- Intermittent and selective acknowledgement of appropriate behavior strengthens desirable behavior
- Establishes and maintains an environment that facilitates learning
- Positive teacher attention is among the most valued reinforcers to children at any grade level.  
*Latham 1998*

Helpful hint:

- Stop, then redirect inappropriate behavior
- The single most commonly used but least effective method for stopping consequential behavior is to verbally scold and berate the student.

### **Instructional Management**

Daily Schedule

Some things to think about

- Teachers spend an average of 23% of time on noninstructional activities, such as arts and crafts, holiday parties, classroom management issues and preparation for standardized tests (Metzker, 2003)
- Numerous student have shown that improving student's academic success can produce concomitant improvements in classroom behavior (Cotton & Savard, 1982; Gettinger, 1988).
- Rosenshine (1980) also reported that allocating more time for instruction did not result in corresponding reductions in student attention. That is, scheduling longer periods of instruction did not increase student off-task behavior.

Allocated Time

- The amount of time a teacher delegates for each instructional activity.
- A good schedule has short breaks throughout the day
- Core curricular areas (language arts and math) are scheduled early in the day.
- Remember that student achievement relates to opportunity to learn or exposure to instructional content.
- Down Time leads to behavior disruptions!!

### **Elementary Schedule with High Levels of Allocated Time**

8:00-9:00	Reading
9:00-9:05	Break
9:05-10:05	Math
10:05-10:10	Break
10:10-11:00	Reading/LA
11:00-11:50	Social Studies
11:50-12:20	Peer Tutoring or projects
12:20-12:40	Lunch
12:40-12:50	Recess
12:50-1:35	Specials
2:10-2:25	Reinforcement activities
2:25-2:30	Prep to go home
2:30	Home

Total available time: 390 minutes

Time allocated for academic instruction and practice activities: 290 minutes (74% of day)

Reading/language arts: 110 minutes (28%)

Math: 60 minutes (15%)

Social Studies: 45 minutes (12%)

Science: 45 minutes (1%)

Breaks/recess: 25 minutes (6%)

Reinforcement activities: 15 minutes (3%)

#### **Academic Engaged Time (AET)**

- Percentage of allocated time students actively participate in instructional activities (e.g. listening to instruction, answering questions, asking questions, writing, working in groups)
- High levels of engaged time critical for student learning & appropriate behavior (Berliner, 1978; Brophy & Everston, Hofmeister & Lubke, 1990).
- Low rates of engaged time and down time leads to and increase in problem behavior (Martella, Nelson, & Marchand-Martella, 2003)

#### **Academic Learning Time / Successful Engaged Time**

- Amount of time students are successfully engaged in learning

#### **Quality Instruction**

- Instruction may be the most critical antecedent for appropriate behavior
- There is a well-established relationship between instruction and behavior.
- Everything related to instruction should be carefully and systematically planned – every decision with regard to instruction is critical
- Diverse learners benefit from an instructional environment that shares similar characteristics with classroom management: structured, clear and focused on student success.

### Opportunities to Respond (OTR)

- any time the teacher provides an instructional stimulus (oral question, flash card, passage to be read, problem to be solved, etc).
- During acquisition stage of learning, each student should be provided with a minimum of 4 to 6 OTR per minute, and students should respond with at least 80% accuracy (Gunter, Coutinho & Cade, 2002; Gunter & Denny, 1998).
- Correct responses are more likely to result in teacher praise than correct behavioral responses (Lewis et al., 2004; Van Acker et al., 1996).

### Ways to Increase OTR

- Choral/unison response
- Response cards
- Brisk pace
- Think-Pair-Share
- Turn to your partner
- Clickers

### Choices

- Allowing students to make choices during academic tasks has been demonstrated to increase student engagement, reduce disruptive behavior and improve response accuracy (Cosden, Gannon & Haring, 1995; Dunlap et al., 1994; Jolivette, Wehby, Canale, & Massey, 2001)

Examples:

- When to do task
- Where to do task
- How long to work before break
- Order in which to complete multiple tasks
- Manner in which task will be completed

### Creating a Positive Climate

- Good relationships make behavior management easier.
- Teacher-student relationships are the most basic element of classroom climate
- Teachers have incredible potential to be a powerful influence on students' lives. Their potential extends beyond the school day, and good relationships with teachers may influence positive long-term outcomes for students.
- Peer relationships are an important consideration in classroom management

### Climate Killers

- Using sharp and/or excessive criticism
- Using sarcasm or humor at students' expense

- Using reinforcers that are not meaningful for students (communicates teacher does not know students well enough to know what is truly motivating)
- Warning an angry student to “calm down” without providing supports to achieve that goal
- Teaching lessons with no attention to student affect or stress levels during lesson
- Lecturing students about behavior
- Being inconsistent in rule enforcement and reinforcement
- Having no social interaction with students
- Talking negatively about students to other educators
- Showing little interest in students’ lives

### **Climate Enhancers**

- Always model respectful and polite behavior with your students.
- Praise your students genuinely and frequently (4:1 ratio)
- Ensure academic and behavioral success for all students
- Set high, but reasonable and attainable expectations
- Know your students
- Spend time interacting with students
- Use effective listening skills
- Design classroom to be appealing to students
- Celebrate student success and achievement
- Use humor
- Use positive, caring talk when speaking to other educators and parents about students

### **Preventing Inappropriate Behavior**

*Behaviorists did not invent positive reinforcement. They systematized and named it. Positive reinforcement is a naturally occurring process that wise teachers understand and learn how to use to promote effective management of groups and individual students (Schuermann & Hall, 2008)*

### **Classroom Management: Effectiveness Factors** (Kerr & Nelson, 1998)

- Total management packages appear more effective than separate components
- The most important component of management systems is the application of contingent extrinsic consequences
- Group contingencies seem as effective as individual contingencies
- The optimum management package appears to be a combination of group and individual contingencies

Establishing expectations (Kameenui & Simmons, 1990):

- What do I want my classroom to look like?
- How do I want children to treat me as a person?
- How do I want children to treat one another?
- What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man in today's society?
- How do I want children to remember me when the last day of school ends and I am no longer part of their daily lives?

Classroom PBS Plan

Classroom Self-Assessment

Classroom Organization & Management Planning Guide

Classroom Procedure Template

Classroom PBS Plan